 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Jon Delorme **Lesson #:** 6 **Facet:** Empathy  
**Grade Level:** 9-12 **Numbers of Days:** 3   
**Topic:** What if the United States never joined World War II?  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
Ideals change over time and bias alters our perspective of history.  
It is important that we ask our society questions such as "What If?" It is also important that people be able to politely discuss these topics as a respectful community and still be allowed to disagree.  
  
**Student will know**   
Key Terms such as The Manhattan Project, Hiroshima, Nagasaki, Franklin Delano Roosevelt, Truman, V-E Day and V-J-Day.  
  
**Student will be able to**   
Imagine the world if the United States did not join World War II.  
  
**Product:**  
Students will be making a [Prezi](http://prezi.com/" \t "_blank) that has two paths. One will be a brief account of what actually happened during World War II. The other path will be of what they think would have happened if the United States never entered World War II. They will be able to embed links to websites, text boxes, pictures, and videos into their Prezi paths.   
  
**Maine Learning Results (MLR)**  
  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
**Rationale:**   
Students will imagine alternative realities by applying what they already know about how historical events happened. Using their knowledge, students will be able to be creative and develop what they think would happen if the United States never joined the war.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will use the Onion Ring technique to see how students are doing with talking about these controversial questions. In an Onion Ring students will form an inner and outer circle facing a partner. I will ask a question, such as "Should Harry Truman have been convicted as a war criminal?" and the partners will have time to respond to each other. The inner circle will rotate and everyone will have a new partner. I will either have them discuss the same question or administer a new discussion question. This will give me a sense on how students are doing with the material. If they cannot talk that in depth about the questions I will know they require more instruction or a different question.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will be able to assess their own work through the use of a rubric. They will also be able to give feedback to their classmates using the same rubric. I will provide feedback using the same rubric and will also be grading the final product with that same rubric.  
  
**Summative (Assessment of Learning):**  
•Digital Presentation: 20 points  
Students will use prezi.com to create two paths. One path will be about the true major events of World War II and the other will be about what they think would have happened if the United States never joined the war. I want students to be creative with this and have fun with exploring an alternative reality. The alternative reality is clearly opinionated, so it will be graded more on originality and thoughtfulness than anything else. The actual reality will be graded on how factual it is, how it is presented, and how important the events that they included were. Students must imbed videos and create their prezi in an interesting way. There must be at least 20 slides in all combining both realities to meet the minimum amount.  
  
**Integration**  
**Technology:**   
Students will be using Prezi, a visual presentation tool that far exceeds the engagement of the audience that most slideshows obtain. Students can embed video, text, pictures, and links into their personal Prezi, share them online, and edit it them whenever they want.  
  
**Content Areas:**   
World History: Students will have to imagine what world events would have been like if the United States never joined the war and stayed isolated.

Creative Writing: Students will have to imagine an alternative reality. This will require a little bit of creativity and ingenuity.

English: Students will have to write in complete sentences and be grammatically correct while writing in their Prezi path project and during their blog assignment.   
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
My students will fill out a Sequence Chart about what they think would happen if the United States decided to stay neutral and not join the war. Then, they will all participate in a Class Discussion about their Sequence Charts and we will talk about the importance of World War II and how it effects our lives today. Students will also be participating in a Team Discussion on the second class day about their homework blog assignment. For homework they will have to interview an adult (or multiple if they want) about what they think would have happened if the United States never joined the war. They will make a blog posting about this and then share what they wrote with teams when they come in the second day.   
  
**Section II – Groups and Roles for Product**  
Students will be working alone on their Prezi projects, but will be working together during the Class Discussion activity and will be encouraged to help each other fill out their Sequence Charts. They will also be interacting during the Team Discussion exercise about their homework assignment.   
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** There will be opportunity to discuss their thoughts about the alternative realities they thought of during the Onion Ring activity.  
**Logical:** Students will have to think critically while they fill out their Sequence Chart about what they think would happen if the United States did not join World War II.  
**Visual:** Students will be able to watch a video that has many pictures depicting what life was like for Jewish families during the War.  
**Musical:** Students will be able to listen to how music is used to set a specific mood in this [video](http://www.youtube.com/watch?v=pZRBfRXJyak" \t "_blank) that uses trains, sirens, and string instruments to emphasize the fear of Jewish families during World War II.  
**Interpersonal:** There will be lots of time for class discussion over these controversial questions. Students will be able to talk during the Onion Ring activity as well as the Class Discussion, which is my hook.  
**Intrapersonal:** Students will be able to think to themselves while they watch a [video](http://www.youtube.com/watch?v=pZRBfRXJyak" \t "_blank) about how Jewish families must have felt as they were put on trains headed to concentration camps.  
  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
If a student misses a day they know they should come to me and set up a plan for getting them back on track. If students miss the first day then they will be able to get the notes from their peers or come to me. If students miss the second day when I go over how to use Prezi then they can view this [video.](http://www.youtube.com/watch?annotation_id=annotation_740258&feature=iv&src_vid=9z9SF5N5b7A&v=tolWEl7oBQg" \t "_blank) If a student misses the third day then I will accept whatever they have completed and they can re-do it for full credit anytime before the week before semester ends.  
  
**Extensions**  
  
**Type II technology:**  
Prezi allows for embed text, videos, pictures, and more. It is a Type II technology that can be shared throughout the online community and looks visually appealing. It allows for users to create multiple "paths," which is what my students will have to do for their project.  
  
**Gifted Students:**  
There are no maximums for this Prezi assignment, only minimums. If a student feels up to it they can explore more and add to their alternate reality. I will encourage any student who wants to go further in their learning and with Prezi. Also, any student that wants to interview more than just one person for their homework assignment will be welcome to do so.   
  
**Materials, Resources and Technology**  
Laptop  
Projector  
Video loaded and ready  
Pens/Pencils  
Paper  
Sequence Chart photocopies  
Rubric photocopies  
  
  
**Source for Lesson Plan and Research**  
[http://prezi.com/](http://prezi.com/" \t "_blank) - Prezi.com  
  
[http://www.youtube.com/watch?v=pZRBfRXJyak](http://www.youtube.com/watch?v=pZRBfRXJyak" \t "_blank) - Hook video  
  
[http://www.youtube.com/watch?annotation\_id=annotation\_740258&feature=iv&src\_vid=9z9SF5N5b7A&v=tolWEl7oBQg](http://www.youtube.com/watch?annotation_id=annotation_740258&feature=iv&src_vid=9z9SF5N5b7A&v=tolWEl7oBQg" \t "_blank) - Prezi tutorial

<http://history1900s.about.com/od/worldwarii/a/hiroshima.htm> - About.com’s website about Hiroshima and Nagasaki.

<http://www.atomicarchive.com/History/mp/p4s1.shtml> - Website about The Manhattan Project

<http://www.whitehouse.gov/about/presidents> - Website from the White House about all of the presidents

<http://www.biography.com/people/harry-s-truman-9511121> - Website from the owner’s of the History Channel about Harry Truman

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/> - An insane amount information about the end of WWII. Also a lot of primary sources from this time period. All from The National Security Archive

**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)  
  
**Agenda**  
  
**Day One - 80 Minutes**  
Hook - 15 minutes  
- I will open up class by showing them a [video](http://www.youtube.com/watch?v=pZRBfRXJyak" \t "_blank) by Steve Reich. It is an orchestra simulating the feeling of Jewish families being taking to concentration camps. It is a very emotional and dreary sounding song.  
- Then I will ask the class thought provoking questions such as "Should the United States have dropped nuclear bombs on Japan?" We will take part in a class discussion

Lecture - 40 minutes  
- Finishing up the war. How it ended and what happened after.  
- Define The Manhattan Project, Hiroshima, Nagasaki, V-E Day and V-J Day.  
  
Sequence Chart - 10 minutes  
- Students can begin to fill out their graphic organizer  
  
Onion Ring - 10 minutes  
- Students will discuss some controversial questions  
- I will check for understanding

Homework Blog Assignment – 5 minutes

- Students will have to interview one or more adults about what they think would have happened if the United States did not join WWII. They will make a blog posting about the interview.   
  
**Day Two - 80 Minutes**

Team Discussion – 10 minutes

- I will let students choose one or two partners.

- Students will discuss their homework assignments with each other

Sequence Chart - 5 Minutes  
- Students can finish their Sequence Charts  
  
Class Discussion - 15 minutes  
- We will talk about the Sequence Charts and also the questions posed from last class  
  
Introduce Alternate Reality Assignment - 10 Minutes  
- Introduce the Rubric and project specifics  
  
Prezi Tutorial - 20 minutes  
  
Sandbox Time - 20 Minutes  
- Students can get to work on their Prezi and brainstorm ideas with their peers.  
  
**Day 3 - 80 Minutes**  
Work Period - 65 minutes  
- Students can work on their Prezi projects  
  
Formative Assessment - 15 minutes  
- Students will self and peer assess using the rubric  
- I will provide feedback and help students realize what they have left to do for homework.  
  
The classroom will be arranged into groups of desks or tables. Students will understand that ideals change over time and bias alters our perspective of history. It is important that we ask our society questions such as "What If?" It is also important that people be able to politely discuss these topics as a respectful community and still be allowed to disagree. Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World. For a hook I will be showing my class a powerful video of an orchestra setting a mode of what it must have felt like to been Jewish during World War II. I also will taking the class through a Class Discussion over controversial questions.

**Where, Why, What**, **Hook, Tailor:** interpersonal, intrapersonal, verbal, musical, logical, visual.

Students will know key terms such as The Manhattan Project, Hiroshima, Nagasaki, Franklin Delano Roosevelt, Truman, V-E Day and V-J-Day, **(See Content Notes).** Students will complete a Sequence Chart graphic organizer to help them establish the order of events they want to include in their alternate reality Prezi projects. I will be using the Onion Ring technique to check for understanding and gauge their comfort level with talking about these heavy issues.   
**Equip, Explore, Rethink, Tailors: interpersonal:** verbal, logical, intrapersonal, interpersonal, visual.

Students will be able to imagine the world if the United States did not join World War II. Students will be creating their own Prezi alternative realities, but this lesson will have many other chances for student interaction. There will be both Team Discussions and Class Discussion and students will be encouraged to help each other during the work period. Students will receive a rubric when I introduce the assignment and use that same rubric to self-asses their work the day before their alternative reality Prezi projects are due. I will provide feedback the class before they are do to help the students know what left they have to do for homework.   
**Explore, Experience, Rethink, Revise, Refine, Tailors:** verbal, logical, interpersonal, intrapersonal, visual.

Students will grade their work so far in the class before their Prezi projects are due. They will be using the same rubric that I will use to give them their grade. Students will have to draw from their past lessons to help them during this project. Lesson Four was all about the events of World War II, so they will be allowed to look at their Timeline graphic organizers to help them with the content. They will be mostly using the notes from prior lessons, as this is the last lesson of the unit. This lesson connects back to Lesson One as well because the students will be required to create a blog posting for a homework assignment.

**Evaluate, Tailors:** interpersonal, verbal, logical, intrapersonal, visual.   
  
**Content Notes**

On the first day I will start class with a video for a hook. The video is an orchestra conducted by Steve Reich. It sets an eerie mood that really makes you think about the Jewish families that were set to Death Camps. Next I will have the class take part in a Class Discussion about certain controversial questions. After this conversation I will go into how World War II ended and define the key terms that I want them to know. Students will be given their Sequence Chart graphic organizers before I start the lecture. Students will be given some time to work on their graphic organizers before we start the Onion Ring activity. Before class end I will go over what their homework assignment will be. They will have to interview at least one adult about what they think would have happened if the United States never joined the War. They will then have to post about this interview in their blog.

The next day class will start with a Team Discussion about their homework assignment. I will be letting students choose one or two partners for this Team Discussion. Next, I will have a Class Discussion about their Sequence Charts and about the content we have already covered. Then I will introduce what I expect of them for their Prezi projects. I will be giving students plenty of time to learn and play with Prezi for the rest of class.

The third day will be mostly work time for students. At the end of class I will have the self-assess what they have already accomplished and I will provide feedback on what else they have to do for homework.   
  
[The Manhattan Project](http://www.atomicarchive.com/History/mp/p4s1.shtml)

The Manhattan Project was a large construction company that was used secretly by the United States government to safely research and develop nuclear weapons without other countries finding out. The White House was in full support of this endeavor and poured an estimated $2.2 billion dollars into the project, mostly through secretive ways. The project as so secret that many of the scientists working on the project did not know they were developing an atomic bomb that was to be used on Japan until they heard of the actual bombing take place. The Manhattan Project ultimately resulted in the United States obtaining nuclear weapons and the end of World War II through the bombing of Hiroshima and Nagasaki.

[Hiroshima and Nagasaki](http://history1900s.about.com/od/worldwarii/a/hiroshima.htm)

Hiroshima and Nagasaki were the two towns that the United States government dropped atomic bombs on to end World War II. The Japanese homeland was heavily fortified and the war in Europe had just ended. Scientists and generals at the time felt that there would actually be less causalities if Hiroshima and Nagasaki were bombed because there were reports that every citizens would be armed and hostile against the Allied forces. On August 6th, 1945 at 2:45 AM, the Enola Gay took off from Tinian carrying an atomic bomb named “Little Boy” and dropped it on Hiroshima. Three days later the United States dropped another bomb on Nagasaki, this one named “Fat Man.”

[V-E Day](http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/)

V-E Day stands for Victory in Europe Day. This day is officially on May 8th 1945 when the Allied forces accepted the unconditional surrender of the Nazi party. This was soon after Berlin was invaded by Soviet Union forces and Hitler took his own life.

[V-J Day](http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/)

V-J Day stands for Victory over Japan Day and is celebrated on September 2, 1945 here in the United States. This marks the day when Japan officially surrendered on board of the USS Missouri and WWII officially ended.

[Franklin Delano Roosevelt](http://www.whitehouse.gov/about/presidents/franklindroosevelt" \t "_blank)  
The leader of the United States during this time was Franklin Delano Roosevelt. He was president during The Great Depression and WWII and was one of the most popular presidents in our nation's history. He is famous for his New Deal policies, his Fireside Chats during The Great Depression, his "Infamy Speech" at the onset of WWII, and seeing us through the War. He was elected four times and died in office soon after his fourth campaign victory. Vice President Harry Truman replaced him.

[Harry S. Truman](http://www.biography.com/people/harry-s-truman-9511121)

Truman was born in Missouri on May 18th, 1884. He assumed the presidency after Franklin Delano Roosevelt died in office. Although Truman was FDR’s Vice President he was not informed about The Manhattan project until he assumed his duties. The plan to drop atomic bombs on Japan was completely not his idea, but he was the one who gave final approval of the mission. Despite all of this Truman continued to exist in the presidency and fill in for the immense figure that was FDR. Truman had many critics, especially during the Korean War and his international diplomacy after WWII ended. Although Truman accomplished much in his life, he will always be known as the man or approved the missions to bomb Hiroshima and Nagasaki. Much debate is still waged over whether or not Truman should be tried as a war criminal.

**Handouts**

**Sequence Charts**  
Rubrics  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
  
**Learning Styles**  
  
**Clipboard:**  
Students will be using Sequence Charts to organize their thoughts and to help them plan out their alternative reality Prezi project.   
  
**Microscope:**  
Students will be asked a multitude of ethical questions that require deep thinking and intellectual discussions.

**Puppy:**  
This lesson is reliant on a lot of discussion, so it will require thoughtful comments and a comforting classroom environment. Students will be encouraged to share their opinion and class rules will be enforced if students do not act respectfully.   
  
**Beach Ball:**  
Students will be participating in a couple different activities that will engage them as well as enhance their learning. They will take part in Team Discussions, Class Discussions, and will be able to share their Sequence Charts with each other.   
  
**Rationale:**   
The goal of this lesson is to get students to think about how events can affect our future. It is also designed to get students to put themselves in the shoes of people who lived during this time period. If there is one thing history can teach us it is that humans are not perfect, yet we can certainly learn from our mistakes.   
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**  
I will be using the Onion Ring technique to gauge how students are feeling with the controversial questions I will be asking during this lesson. I will be providing feedback on their blog postings and students will have the chance to self-assess their work before it is handed into me for grading.   
  
**Summative:**  
Students will be graded using the same rubric that I will hand to them when I introduce the Prezi project. Students will know what is expected of them and grading will be both fair and just.   
  
**Rationale:**  
There are many opportunities for students to obtain feedback from me, their peers, and from self-assessing their own work. By giving the students the rubric far before their project is due students will know what is expected of them and how I will assess their work. This will led to a better classroom environment because they will be able to understand my grading system.   
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
(See Content Notes)  
  
**MLR:**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
**Statement**: Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World. **Performance Indicators**: a,b,c,d  
  
**Facet:**  
Students will be able to imagine the world if the United States did not join World War II.  
  
**Rationale:**   
This lesson will allow my students to imagine the different scenarios and become aware that actions we do today will no matter what affect our future. This will happen because I am asking my students to imagine how the world would be different if certain things did or did not happen.   
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** There will be opportunity to discuss their thoughts about the alternative realities they thought of during the Onion Ring activity.  
**Logical:** Students will have to think critically while they fill out their Sequence Chart about what they think would happen if the United States did not join World War II.  
**Visual:** Students will be able to watch a video that has many pictures depicting what life was like for Jewish families during the War.  
**Musical:** Students will be able to listen to how music is used to set a specific mood in this [video](http://www.youtube.com/watch?v=pZRBfRXJyak" \t "_blank) that uses trains, sirens, and string instruments to emphasize the fear of Jewish families during World War II.  
**Interpersonal:** There will be lots of time for class discussion over these controversial questions. Students will be able to talk during the Onion Ring activity as well as the Class Discussion, which is my hook.  
**Intrapersonal:** Students will be able to think to themselves while they watch a [video](http://www.youtube.com/watch?v=pZRBfRXJyak" \t "_blank) about how Jewish families must have felt as they were put on trains headed to concentration camps.  
  
**Type II Technology:**  
Advanced slideshow online software (Prezi)  
  
**Rationale:**   
Students will be experiencing many different feelings during this lesson and taking part in many different activities. This lesson will push the students to imagine, but also to consider ethical questions that help define who we are as human beings.   
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
I am having students create an alternative reality based on if the United States did not join World War II. This is a great example of having the students participate in innovative thinking and reflecting on their learning from the unit.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale:**

Prezi allows for a new level of inventiveness and enrichment that other slideshows cannot give. Students have a lot of freedom in where they want their alternative reality to go and Prezi lets them explore this freedom. Multiple forms of formative assessment will be provided and summative assessment will be both fair and just.